

Using Assessment Tools

Presented by

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General interest Assessments (free)

www.keirsey.com

Temperament sort

Like Myers Briggs

www.platinumrule.com

Social Style

www.queendom.com

Communication Skills Inventory

Self-esteem Inventory

Coping skills Inventory

Types of Assessments

Physical and Security related tests

Pre-employment Medical exams.

Employer pays for all costs

Employee gets a copy of results

Results are confidential

Accommodation may be required

Physical Abilities

Strength and endurance

Injuries due to excessive stress (workers comp. Claims)

Must be job relevant

Psychomotor Tests

Semi-skilled workers

Manual dexterity

Eye hand coordination

Motor abilities

Drug testing

Drugs use

More absenteeism

Late to work

Increased work place accidents

More likely to file workers compensation claims

Higher medical claims

Must follow security protocol for sample protection.

Some employers performs second test if 1st is positive

Honesty & Integrity tests

Cannot use Polygraph test

Companies have gone to written test

Will talk about later

Some states do not allow

Massachusetts

Connecticut

Achievement and Aptitude

- Job Knowledge - Degree of intellectual knowledge not skill

- Skills or work sampling

 - Demonstrate level of skill

 - Work with equipment, simulators, repair

- Intelligence test

 - IQ

 - Not an indicator of job performance

- Personality tests

 - MMPI

 - Not for pre-employment

 - Expensive

 - 16-PF

 - Not for pre-employment

 - Expensive

 - Other pre-employment assessments

Validation of Assessments

- Demonstration of job relatedness

- Show questions predict what they say they do

- Best when based on statistical analysis

 - American Psychological Association sets standards

- Law requires that assessment must not have an adverse impact

 - A substantially different rate of selection in hiring, promoting, or other employment decisions which works to the disadvantage of members of a race, sex, or ethnic group.

- Why it is important to companies

 - Want true understanding of candidate

 - Legal protection against suits

 - Not advisable to develop your own assessment.

3 components to the hiring process

- Interview

- Assessment testing

- Background checks

Past View (history)

- Past performance is best predict of future performance

- Resume

- Education

- Background checks

- Past employment

Top 3 reasons people fail

Incompetence - Interviewing, Skills testing

Incompatibility - Assessment, Interviewing

Dishonesty - Assessment, Background checks

Peter Drucker Quote

Chances are good that up to 66% of your company's hiring decisions will prove to be mistakes in the first 12 months.

If we follow the path we can improve our odds.

Present Predictors

Interview

Skills information easy to obtain

Work habits more difficult to gather information

Personality traits very difficult to get true information

Beware of the 4.3 minute problem

Assessment will help you learn more & faster

Hiring

The right person the first time

Reduce turnover

Promotions

Good salesmen often make poor sales managers

Retention

People stay where they enjoy the work

People stay when they are successful at the work they are doing

People stay where they are appreciated for the work they do

Performance reviews

What to look for in a Hiring Assessment. Over 500 available

1. Quantifiable scales

Some put you in a box

- Venturer
- Scientific Professional
- Creative Analytical
- Scholar
- Individualist
- Altruistic Service

Best assessments show attributes on a continuous scale (1-10)

2. Designed for business

Many assessments are modified personality tests from 1960's and are difficult to interpret

3. Meets federal and state regulations

Validation

No adverse impact

4. Can be understood by non-experts
MMPI & 16-PF require professional interpretation by a psychiatrist or psychologist
5. Beware of buying on cost not performance
You get what you pay for
6. Non-fakable
Assessments designed to detect inconsistency of the information provided by the individual.

PI forms

Take 5 minutes and complete the Employee Assessment
You are interviewing for a sales job and really want the job
Choose the words that best describe you

Legality of Assessment use

Department of Labor Guide recommends for better candidate selection
www.dol.gov

DOL says "The appropriate use of professionally developed assessment tools on average enables organizations to make more effective employment related decisions than the use of simple observation or random decision making."

4 key attributes of all good employees

Integrity - Adherence to moral & ethical principles
Reliability - Personal dependability
Work Ethic - Belief in the value of work
Substance abuse - Attitudes toward substances that are deemed acceptable by society

Assessments can highlight these characteristics in your applicant

36,000 businesses fail each year do to employee theft
Employees steal 10 times more than shoplifters
Absenteeism cost on the average \$31k/year for company of 50 employees

Step One Survey is an example of one an assessment that measures the 4 key attributes

Takes 20 minutes to take
Computer scored
Completely validated
Can only be used for pre-employment
Shown to be accurate
Inexpensive

Examples of how company use the assessment

Some companies use them to screen candidates
Best used to highlight information
Gives you areas to explore with the candidate during interview

Interview questions developed by the Step One Survey
Legal and appropriate question problems are reduced
For inexperienced interviewers the software develops questions.

Future View

Past performance is the best predictor of future performance

Job matching looks at all aspects of the candidate

- Skills
- Learning abilities
- Personality traits
- Interest and motivation

The total person

- What we normally see in an interview is only 10 % of the real person
- Good information, but limited
- 90% is the non-obvious elements
- This is where assessments really help

Three essentials to know regarding the applicant before hiring

- Can they do the job?
- Will they do the job?
- How will they do the job?

Can the person do the job?

- Thinking Style
 - Learning Index (not IQ) - How fast do you learn
 - Verbal skills
 - Verbal reasoning
 - Numerical ability
 - Numeric Reasoning

Will the person do the job?

- Occupational Interests
 - Enterprising (entrepreneurial)
 - Financial/Administrative
 - People Service
 - Technical
 - Mechanical
 - Creative

Will always be a mixture of the above types

How will they do the job?

Behavioral Traits (9 critical business behaviors)

- Energy Level
- Assertiveness
- Sociability
- Manageability
- Attitude
- Decisiveness
- Accommodating
- Independence
- Objective Judgment

Job Match patterns

- Unique to each business
- Developed for each position
- Used for
 - Hiring
 - Promotion
 - Retention
 - Training
 - Succession planning
 - Personnel management

Interview questions

- Generate questions in areas that are outside of the Job Match pattern.
- Good for inexperienced interviewers
- Experienced interviewers discover new areas to explore

Report types that can be generated

- Placement Report
- Coaching and Management reports
- Individual report

Focused Assessments

- Customer service
 - Pattern is the same for all companies & regions
- Call Center
 - Pattern is the same for all companies & regions

Improvement by using Assessments on turnover

- High turnover industry
 - 46% without 24% with
- Low turnover industries
 - 25% without 5% with

Retention

Assessment can be used to improve retention

Maximizing productivity by knowing and managing individuals better

5 critical job related competencies

- Productivity

- Quality of work

- Initiative

- Teamwork

- Problem Solving

Additional Information that is available

- Response to job stress

- Ways to motivate

- Whether internal or externally motivated

 - If we reward in the proper manner it is meaningful to the employee

People are happiest and most productive when they are fully engaged and winning.

- 43% not formally educated or trained in their area of work

- 67% unhappy and/or dissatisfied with their current position

Utilize all your resources when hiring an employee

University study show that the more tools that are used the more effective the selection process is

- 14 % with interviewing alone

- 26% if background checks are added

- 38 % with the addition of personality assessments

- 54 % when an ability testing is included

- 66 % when interest assessment is included

- 75% with the inclusion of Job Matching

Note: This workshop is presented with the understanding that the training is attempting to provide education and is not to be construed as legal advice. On specific legal problems, you should seek the advice of your legal counsel to review the matter.

Employee Assessment

DIRECTIONS: Reading the words in the list below and check those that you yourself believe really describe you.

Helpful	<input type="radio"/>	Esteemed	<input type="radio"/>	Calm	<input type="radio"/>
Relaxed	<input type="radio"/>	worrying	<input type="radio"/>	Popular	<input type="radio"/>
Exciting	<input type="radio"/>	Sentimental	<input type="radio"/>	Polite	<input type="radio"/>
Assertive	<input type="radio"/>	Adventurous	<input type="radio"/>	Dynamic	<input type="radio"/>
Patient	<input type="radio"/>	Easy Going	<input type="radio"/>	Good-Humored	<input type="radio"/>
Conscientious	<input type="radio"/>	Unassuming	<input type="radio"/>	Escapist	<input type="radio"/>
Sophisticated	<input type="radio"/>	Good mixer	<input type="radio"/>	Generous	<input type="radio"/>
Persistent	<input type="radio"/>	Agreeable	<input type="radio"/>	Unobtrusive	<input type="radio"/>
Earnest	<input type="radio"/>	Well-liked	<input type="radio"/>	Daring	<input type="radio"/>
Outstanding	<input type="radio"/>	Docile	<input type="radio"/>	Tolerant	<input type="radio"/>
Sympathetic	<input type="radio"/>	Demanding	<input type="radio"/>	Nice	<input type="radio"/>
Loyal	<input type="radio"/>	Charitable	<input type="radio"/>	Compelling	<input type="radio"/>
Self-starter	<input type="radio"/>	Persuasive	<input type="radio"/>	Resolute	<input type="radio"/>
Conventional	<input type="radio"/>	Careful	<input type="radio"/>	Tranquil	<input type="radio"/>
Eloquent	<input type="radio"/>	Satisfied	<input type="radio"/>	Cultured	<input type="radio"/>
Cynical	<input type="radio"/>	Understanding	<input type="radio"/>	Dominant	<input type="radio"/>
Passive	<input type="radio"/>	Spirited	<input type="radio"/>	Respectful	<input type="radio"/>
Gentle	<input type="radio"/>	Congenial	<input type="radio"/>	Nonchalant	<input type="radio"/>
Brave	<input type="radio"/>	Obedient	<input type="radio"/>	Flexible	<input type="radio"/>
Appealing	<input type="radio"/>	Cheerful	<input type="radio"/>	Attractive	<input type="radio"/>
Thoughtful	<input type="radio"/>	Obstinate	<input type="radio"/>	Trusting	<input type="radio"/>
Self-assured	<input type="radio"/>	Convincing	<input type="radio"/>	Eager	<input type="radio"/>
Steady	<input type="radio"/>	Responsive	<input type="radio"/>	Shy	<input type="radio"/>
Competitive	<input type="radio"/>	Neighborly	<input type="radio"/>	Fussy	<input type="radio"/>
Fashionable	<input type="radio"/>	Selfish	<input type="radio"/>	Versatile	<input type="radio"/>
Neat	<input type="radio"/>	Reserved	<input type="radio"/>	Amiable	<input type="radio"/>
Audacious	<input type="radio"/>	Serious	<input type="radio"/>	Diplomatic	<input type="radio"/>
Polished	<input type="radio"/>	Persevering	<input type="radio"/>	Self centered	<input type="radio"/>
Fearful	<input type="radio"/>			Consistent	<input type="radio"/>

Validation Methods

Validity - A test is said to be valid if it measures what it claims to measure.

Deductive Validation - You start with a theory in order that the content of the test is defined and that hypotheses are generated concerning what should correlate with the test scores.

Inductive Validation - You start with the test measure and then try to infer what it must be a measure of by examining its relationship with other things.

Construct Validity - This refers to whether a test is measuring what it claims to measure as judged by accumulated evidence. It requires a demonstration that the test measures the construct or characteristic it claims to measure, and that this characteristic is important to successful performance on the job.

An example of construct validity.

This method often pertains to tests that may measure abstract traits of an applicant. For example, construct validity may be used when a bank desires to test its applicants for "numerical aptitude." In this case, an aptitude is not an observable behavior, but a concept created to explain possible future behaviors. To demonstrate that the test possesses construct validation support, the bank would need to show (1) that the test did indeed measure the desired trait and (2) that this trait corresponded to success on the job.

Content Validity - This refers to tests such as ability or attainment tests where the domain of items is very defined. It requires a demonstration that the content of the test represents important job-related behaviors. In other words, test items should be relevant to and measure directly important requirements and qualifications for the job.

An example of content validation.

You want to determine if there is a relationship between behaviors measured by a test and behaviors involved in the job. For example, a typing test would be high validation support for a secretarial position, assuming much typing is required each day. If, however, the job required only minimal typing, then the same test would have little content validity. Content validity does not apply to tests measuring learning ability or general problem-solving skills (French, 1990).

Criterion Validity - This refers to statistical evidence that shows the extent to which scores on a test are related to the criterion measure. It requires demonstration of a correlation or other statistical relationship between test performance and job performance. In other words, individuals who score high on the test tend to perform better on the job than those who score low on the test. If the criterion is obtained at the same time the test is given, it is called concurrent validity; if the criterion is obtained at a later time, it is called predictive validity.

An example of criterion-related validity.

Take the position of millwright. Employees' scores (predictors) on a test designed to measure mechanical skill could be correlated with their performance in servicing machines (criterion) in the mill. If the correlation is high, it can be said that the test has a high degree of validation support and its use as a selection tool would be appropriate.

Concurrent Validity - A test is said to have concurrent validity if it correlates highly with a "benchmark" test of the same variables.

For further information or human resources consulting services call

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